

## 5.5 The function of a metaphor

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Total: 12 marks

**KEY WORDS** extended metaphor 延伸隐喻

### Objective

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Build the skills to explain an **extended metaphor** 延伸隐喻.

**You must be able to:**

- state what metaphorical comparisons focus on
- state the two things comparisons communicate
- define an extended metaphor and how it is expanded
- explain why context governs the transfer

### 1 Worked examples

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Study these first. Each one shows the method for a task used later.

#### ■ The focus

Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared. The trait is the point.

#### ■ Two communications

Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.

#### ■ Extended metaphor

Created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.

#### ■ Context

Interpretation of an extended metaphor may depend on the context of its use; what is happening in a text may determine what is transferred. As an extended metaphor develops, the trait transferred can change.

## 2 Practice

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**2.1** State what metaphorical comparisons focus on. [2]

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**2.2** Define an extended metaphor. [2]

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**2.3** Context governs the transfer.

(a) State the CED's claim. [2]

(b) State how an extended metaphor is expanded. [1]

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## 3 Exam-style questions

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**3.1** Metaphorical comparisons focus on [1]

|   |   |
|---|---|
| A | B |
| C | D |

**A** the objects alone

**B** the traits, qualities or characteristics compared

**C** the poem's date

**D** the rhyme

**3.2** An extended metaphor is expanded through additional details, similes and [1]

|   |   |
|---|---|
| A | B |
| C | D |

**A** images

**B** footnotes

**C** titles

**D** stanzas only

**3.3** A metaphor of a voyage runs through a whole poem and its meaning shifts near the end.

(a) State what the CED says about this. [1]

(b) Explain how an analysis handles the shift. [2]

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